

Caring School Community (formerly Child Development Project)

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [technical documentation](#).

Program Description: Caring School Community, formerly called the Child Development Project, is a whole-school program aimed at promoting positive youth development. Designed for elementary schools, the program attempts to promote prosocial values, improve academic achievement, and prevent drug use, violence, and delinquency by encouraging collaboration among students, staff, and parents. Caring School Community includes four components designed to be implemented throughout the year: 1) Class Meetings, which promote communication and decision-making between teachers and students to improve the classroom climate; 2) Cross-Age Buddies, which pairs classes of younger and older students for academic and recreational activities to facilitate supportive relationships across ages; 3) Homeside Activities, which include parent-child activities completed at home that complement and reinforce the program's school components; and 4) School wide Community-Building Activities, which include a variety of activities designed to engage parents in the school environment and to link parents and their children to the greater community.

Benefit-Cost Summary

Program benefits		Summary statistics	
Participants	\$4,696	Benefit to cost ratio	\$7.06
Taxpayers	\$2,171	Benefits minus costs	\$7,393
Other (1)	\$2,271	Probability of a positive net present value	62 %
Other (2)	(\$527)		
Total	\$8,611		
Costs	(\$1,218)		
Benefits minus cost	\$7,393		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2013). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates

Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$16	\$51	\$8	\$75
Labor market earnings (test scores)	\$4,714	\$2,011	\$2,325	\$0	\$9,050
Property loss (alcohol abuse/dependence)	\$1	\$0	\$2	\$0	\$3
Health care (educational attainment)	(\$19)	\$144	(\$107)	\$71	\$90
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$607)	(\$607)
Totals	\$4,696	\$2,171	\$2,271	(\$527)	\$8,611

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

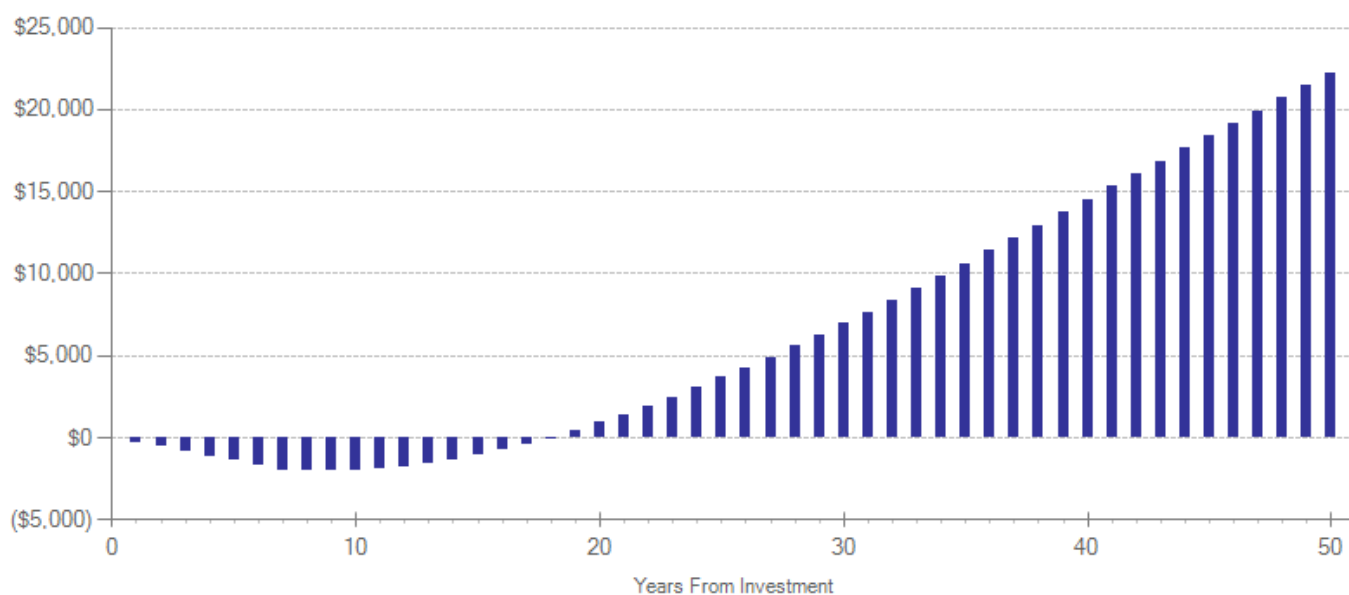
Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$192	7	2013	Present value of net program costs (in 2013 dollars)	(\$1,218)
Comparison costs	\$0	7	2013	Uncertainty (+ or - %)	10 %

Cost data come from CSC developer (<http://www.devstu.org/caring-school-community>) and WA Office of Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Smoking before end of middle school	Primary	1	-0.018	0.902	-0.006	0.146	13	-0.006	0.146	18
Alcohol use before end of middle school	Primary	1	-0.178	0.221	-0.059	0.146	13	-0.059	0.146	18
Cannabis use before end of middle school	Primary	1	-0.149	0.306	-0.049	0.146	13	-0.049	0.146	18
Test scores	Primary	1	0.109	0.544	0.109	0.179	13	0.065	0.197	18
High school grad via test scores	Primary	n/a	n/a	n/a	0.018	0.052	18	0.018	0.052	18

Citations Used in the Meta-Analysis

- Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the child development project on students' drug use and other problem behaviors. *Journal of Primary Prevention*, 21(1), 75-99.
- Muñoz, M.A., & Vanderhaar, J.E. (2006). Literacy-embedded character education in a large urban district. *Journal of Research in Character Education*, 4(1&2), 27-44.

For further information, contact:
(360) 586-2677, Institute@wsipp.wa.gov

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